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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the effect of writing instruction on reading comprehension and story writing ability; (2) eighth grade remedial students' concepts about reading and writing; (3) the effect of a self-generated writing program on the writing and reading growth of kindergarten children; (4) the effect of essay analysis on the writing skills of students enrolled in college composition classes; (5) the use of readability formulas to analyze and compare the reading and writing levels of third, fifth, and seventh grade students; (6) how word reading and word writing knowledge develop in three-, four-, and five-year-old children; (7) writing as a prereading role-playing exercise to increase the reading comprehension of remedial college students; (8) the predictive relationship of 10 writing assessment variables to reading comprehension; (9) children's metacognitive awareness about the purpose of reading and writing; (10) the relationship of primary grade children's written language to reading comprehension; (11) the relationships among selected sixth grade students' reading schemata, reading achievement, and writing sophistication; and (12) the relative effects of reading or writing a prose or diagrammatic summary upon the comprehension of expository prose. (RBW)

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Abstracts of the following dissertations are included in this collection:

Austin, Doris Edna
READING TO WRITE: THE EFFECT OF THE ANALYSIS OF ESSAYS ON WRITING SKILLS IN COLLEGE COMPOSITION CLASSES

Bair, Mary Rosalie
A SELF-GENERATED WRITING PROGRAM AND ITS EFFECTS ON THE WRITING AND READING GROWTH IN KINDERGARTEN CHILDREN

Barnes, James Albert, Jr.
AN ANALYSIS AND COMPARISON OF READING AND WRITING LEVELS OF THIRD, FIFTH, AND SEVENTH GRADE STUDENTS AS MEASURED BY READABILITY FORMULAE

Borus, Dixie Nelson
THE DEVELOPMENT OF KNOWLEDGE ABOUT WORD READING AND WORD WRITING IN THREE-, FOUR-, AND FIVE-YEAR-OLD CHILDREN

Hall, Christine K.
WRITING AS A PREREADING ROLE-PLAYING EXERCISE TO INCREASE THE READING COMPREHENSION OF REMEDIAL COLLEGE STUDENTS

Hartman, Diane M.
AN INVESTIGATION INTO THE PREDICTIVE RELATIONSHIP OF TEN WRITING ASSESSMENT VARIABLES TO READING COMPREHENSION

Haugh, Jane Ann Mihall
INVESTIGATION OF THE RELATIONSHIP BETWEEN CHILDREN'S METACOGNITIVE AWARENESS ABOUT THE PURPOSE OF READING AND WRITING

Kane, Roberta
A LONGITUDINAL ANALYSIS OF PRIMARY CHILDREN'S WRITTEN LANGUAGE IN RELATION TO READING COMPREHENSION

Kelley, Kathleen R.
THE EFFECT OF WRITING INSTRUCTION ON READING COMPREHENSION AND STORY WRITING ABILITY

Ledford, Suzanne Young
THE RELATIONSHIPS AMONG SELECTED SIXTH-GRADE STUDENTS' READING SCHEMATA, READING ACHIEVEMENT, AND WRITING SOPHISTICATION

Naylor, Kathleen Josephine
CONCEPTS EIGHTH GRADE REMEDIAL STUDENTS HOLD ABOUT READING AND WRITING

Taylor, Carol Ann
THE RELATIVE EFFECTS OF
READING OR WRITING A PROSE
OR DIAGRAMMATIC SUMMARY UPON
THE COMPREHENSION OF
EXPOSITORY PROSE

READING TO WRITE: THE EFFECT OF THE ANALYSIS OF ESSAYS ON WRITING SKILLS IN COLLEGE COMPOSITION CLASSES

Order No. DA8413137

AUSTIN, DORIS EDNA, ED.D. *The University of Alabama*, 1983. 192pp.

The purpose of this study was to investigate the effect of analysis of essays through written composition and discussion upon awareness of rhetorical techniques and the use of these techniques in the writing of college freshmen. The specific question was stated as follows: Will the systematic teaching of selected reading skills by written exercises and discussion result in measurable gains in (a) the ability to recognize specific examples of the effective use of composition techniques? and (b) the ability of the student to use these techniques in his own writing?

The sample for the experiment was composed of two Freshmen Composition Classes at Lawson State Community College. One of these classes was designated the experimental group (n = 25) and one the control group (n = 25).

The experimental treatment consisted of a series of lessons utilizing written exercises requiring careful analysis of composition techniques in essays read by the classes. The control group received no systematic instruction in the analysis of essays. All other elements of instruction were the same for both groups. Pretest and posttest scores were derived from the administration of a reading test for awareness of rhetorical techniques developed for the study, as well as scores from compositions written in the first week and in the last week of instruction.

The experimental results may be summarized as follows: (1) Significant gains occurred on the reading posttest for the experimental group at the .01 level. (2) The control group did not make significant gains on the reading posttest. (3) Significant gains occurred on the composition scale for the experimental group at the .01 level. (4) Significant gains occurred on the composition scale for the control group at the .05 level.

Results from the analyses of data indicate that supplying a full rhetorical context for reading and analysis does assist student writers in the development of more mature essays. The gains on the composition scale by the control group suggest that reading without analysis may also contribute to this awareness, though to a lesser extent.

A SELF-GENERATED WRITING PROGRAM AND ITS EFFECTS ON THE WRITING AND READING GROWTH IN KINDERGARTEN CHILDREN

Order No. DA8411597

BAIR, MARY ROSALIE, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 115pp. Chairperson: Maurie Hillson

Broadly based in humanistic theory and more implicitly in Piaget's orientation to learning and development, this study investigated, in the kindergarten setting, the effect of writing upon writing and reading growth. It probed the interrelationship of writing and reading and posited that writing, as well as reading, is a necessary, mutually supportive element in the acquisition of literacy. The major question answered was whether or not kindergarten children who engaged in a self-generated writing program would reveal more growth in reading and writing at the end of kindergarten than children who participated in a kindergarten language arts program where no writing was taught. Self-generated writing was defined as writing which was initiated by the student from a meaningful point of reference. Time of instruction, sex of student and bilingual ability were secondary considerations.

The Non Equivalent Control Group Design was utilized. The self-generated writing program was the treatment used. The subjects were pretested and posttested for reading growth using the Comprehensive Test for Basic Skills published by CTB-McGraw Hill, 1981. Four writing samples were rated on three measures of writing ability--language level, message quality and directional principle. They were rated using the Writing Rating Scale taken from the work of Marie Clay, 1975.

The analysis of the data supported the major question. The results of the T-Test showed a significant gain in actual scores of reading by the experimental group ($T = 2.341$ $P < .0184$). The mean gain score of writing scores of the children receiving the treatment was significantly higher than that of the control group ($T = 7.8697$ $P < .0001$).

The study has value for a wide range of educators--offering a conceptual framework and methodology to aid in decisions concerning an appropriate language arts curriculum for very young learners. Specifically it has determined that writing should be fostered and encouraged as early as the kindergarten year of school.

AN ANALYSIS AND COMPARISON OF READING AND WRITING LEVELS OF THIRD, FIFTH, AND SEVENTH GRADE STUDENTS AS MEASURED BY READABILITY FORMULAE

Order No. DA8408160

BARNES, JAMES ALBERT, JR., PH.D. *University of Oregon*, 1983. 290pp. Adviser: Dr. Mildred C. Robeck

The purpose of this study was to measure children's written language by using readability formulae and by comparing levels of writing achievement with levels of reading achievement in grades three, five, and seven. Five readability formulae (Dale-Chall, Fry Graph, Harris-Jacobson, Lorge, and Spache) were applied to the writing samples of 292 third, fifth, and seventh grade students. Reading tests included: The Comprehensive Test of Basic Skills, to obtain a total reading achievement score, and 12 cloze reading passages to assess each student's independent, instructional, and frustrational reading levels. Three different writing samples, in three modes (expository, argumentative, and descriptive), were obtained from each student and combined into one overall writing sample. Readability formulae were applied to the cloze passages to determine the grade-level for each passage. Experimenter-adapted readability formulae were applied to students' writing samples.

The study found: (a) a strong relationship between published readability measures, weak to moderate relationships between experimenter-adapted writeability measures, and insignificant to moderate relationships between writeability measures and cloze tests; (b) the relationship between cloze tests and norm-referenced tests was moderate and between writeability measures and reading achievement tests was weak to moderate; and (c) reading performance exceeded writing performance at third, fifth, and seventh grade levels, although third grade students were found to write at a grade-level comparable to their independent reading level.

The experimenter concluded that: (a) experimentally-adapted readability formulae can be used to obtain writeability levels; (b) a significant relationship exists between writeability measures and reading measures; (c) third, fifth, and seventh graders write about 1, 3, and 4 grade levels, respectively, below their reading levels; and (d) the average third grader appears to write at his or her independent reading level.

THE DEVELOPMENT OF KNOWLEDGE ABOUT WORD READING AND WORD WRITING IN THREE-, FOUR-, AND FIVE-YEAR-OLD CHILDREN

Order No. DA8416820

BORUS, DIXIE NELSON, ED.D. *Boston University*, 1984. 169pp. Major Professor: Roselmina Indrisano

The purposes of this study were to describe the development of word reading and word writing behaviors and to explore possible relationships among these behaviors in selected groups of three-, four-, and five-year-old children. These behaviors were quantified using five researcher-designed measures administered in a 20 - 50 minute structured interview. The study was conducted in one nursery school and one public after-school program in the northeastern section of the United States. There were 60 children in the study: 13 in the three-year-old group, 29 in the four-year-old group, and 18 in the five-year-old group.

Computation of mean scores for each age group of the five measures indicated incremental progression for all measures by age. Moreover, statistical analysis of the Lower-case Letter Reading Measure, the Letter Writing Measure, and the Word Writing Measure indicated all three age groups as being significantly different from one

another. However, statistical analysis of the Upper-case Letter Reading Measure and the Word Reading Measure indicated that the three-year-olds were significantly different from the four- and five-year-olds, but that the two older groups were not significantly different from one another.

Computation of the mean scores on the tasks within the Word Reading Measure indicated that the hypothesized progression was followed within each age group and for all age groups combined. Similar computation of the mean scores on the tasks within the Word Writing Measure revealed that the hypothesized progression was not followed within any age group or for all age groups combined.

Correlation matrices comprised of all five measures in addition to the Sound to Letter and Letter to Sound Tasks suggested significant associative relationships with all age groups combined and within each age group with these exceptions: The Letter Writing Measure did not predict achievement for the three-year-olds. The Upper-case Letter Reading Measure, the Sound to Letter Task, and the Letter Writing Measure did not predict achievement for the five-year-olds as well as the other measures and task.

WRITING AS A PREREADING ROLE-PLAYING EXERCISE TO INCREASE THE READING COMPREHENSION OF REMEDIAL COLLEGE STUDENTS

Order No. DA8420420

HALL, CHRISTINE K., PH.D. *University of Louisville*, 1984. 104pp.

This study investigated a role-playing writing activity as a prereading exercise to increase reading comprehension. The exercise was inspired by James Moffett who contends that good comprehension requires students to role-play an author. The subjects were 66 students enrolled in developmental reading classes at the University of Louisville. Teachers placed students in a writing situation which foreshadowed a particular reading in an attempt to involve each student in the subject, stimulate the recalling and structuring of their own relevant thoughts and experiences, and prepare the students to interact with the text. Students assumed the role of author and wrote before they read. The writing assignments were designed to call upon students' own concepts and to address the problems inherent in the readings.

The students were pretested and posttested on the *Nelson-Denny Reading Test* and were given specific comprehension tests consisting of objective and essay questions after each of the three readings. Although both groups made statistically significant gains in reading achievement as measured by the *Nelson-Denny*, there was no significant difference between the experimental and control groups. However, the experimental group exhibited a significant difference over the control group on several of the measures of specific comprehension of the readings. For the first reading, students had written imitating closely the form and content of the ensuing reading; and the experimental students were significantly more successful in answering the inference and essay questions. The experimental group also significantly exceeded the control group in answering the essay questions for the second and third readings. The essay questions for these readings were not as text-specific; answers depended upon students' knowledge and evaluative skills. The experimental students' success with the essay questions argues that the role-playing method may encourage critical reading skills. The method also proved to be an excellent way to assess students' prior knowledge of a subject. The study raised a question concerning the relationship of the rhetorical aims of discourse to critical reading.

AN INVESTIGATION INTO THE PREDICTIVE RELATIONSHIP OF TEN WRITING ASSESSMENT VARIABLES TO READING COMPREHENSION

Order No. DA8416094

HARTMAN, DIANE M., PH.D. *The University of Connecticut*, 1984. 147pp.

The purpose of this study was to examine the predictive relationship of five qualitative and five quantitative measures of writing to reading comprehension of ninth grade students. The sample contained 116 ninth grade students from a middle-class community in Connecticut.

Reading comprehension was measured using the Degrees of Reading Power (DRP) test from the 1982-83 *Connecticut Ninth Grade Proficiency Test*. DRP raw scores were used to place subjects into high and low reading groups. An analysis of previous research resulted in the identification of ten writing assessment variables which have been found to have a consistent relationship to reading comprehension. These were applied to achieve a qualitative and quantitative analysis of writing samples. The five qualitative variables, rated holistically, were organization of presentation, interpretation of meaning, emphasis of ideas, sentence agreement/control, and sentence structure/usage. The five quantitative variables, judged by counting of syntactic structures, were total number of words, total number of T-units, mean T-unit length, clauses per T-units, and subordination index. The assigned writing task was the retelling of a short narrative selection.

Pearson Product-Moment Correlations and step-wise regression analyses were used to analyze data related to the following hypotheses: (1) No significant relationship exists among reading comprehension and qualitative and quantitative measures of writing for high and low readers and for the total group. (2) No significant predictor, or combination of predictors, of reading comprehension exists among qualitative and quantitative measures of writing for high and low readers and for the total group.

Correlation coefficients indicated that significant relationships ($p < .05$) existed between DRP and seven of the ten writing variables for the total group. For high readers, five variables were significantly related to DRP. Significant correlations were found between DRP scores and two writing variables for low readers.

Step-wise regression analyses produced optimal equations for the prediction of reading comprehension from writing analysis. For the total group, emphasis of ideas and sentence structure/usage significantly predicted DRP ($p < .05$). Sentence structure/usage and interpretation of meaning were significant predictors of DRP for high readers, while emphasis of ideas significantly predicted DRP of low readers.

INVESTIGATION OF THE RELATIONSHIP BETWEEN CHILDREN'S METACOGNITIVE AWARENESS ABOUT THE PURPOSE OF READING AND WRITING

Order No. DA8412013

HAUGH, JANE ANN MIHALL, PH.D. *University of Maryland*, 1983. 302pp.
Supervisor: Robert M. Wilson

The purpose of this study was to investigate the relationship between children's metacognitive awareness about the purpose of reading and writing, and to examine the effects of age and educational experience on those relationships.

To investigate this relationship, 50 efficient and 50 inefficient readers and writers in the second and fifth grades were randomly selected from a stratified population of efficient and inefficient readers and writers. Using a metacognitive awareness interview about the purpose of reading and writing, 100 children were interviewed and their responses to the reading and writing interview questions were coded in terms of reference to the communication of meaning. Total

scores for metacognitive awareness about the purpose of reading and of writing were derived separately by combining points obtained from each coded interview question. These total scores established a numerical representation of each subject's metacognitive awareness about the purpose of reading and writing and were used to investigate the relationship between these communicative processes. The total scores were also used to determine if there were differences between second and fifth graders, differences between efficient and inefficient readers and writers, and differences between males and females in metacognitive awareness about the purpose of reading and writing. The Pearson Product Moment Correlation and the two-sample *t*-test of significance were used to analyze the data.

The findings indicated that there was a significant relationship between children's metacognitive awareness about the purpose of reading and writing for the second grade ($r = .84$, $p < .01$) and the fifth grade ($r = .77$, $p < .01$). Furthermore, data analysis indicated that there was no difference between second and fifth grade children in metacognitive awareness about the purpose of reading, but there was a difference in metacognitive awareness about the purpose of writing. Also, it was found that there was a difference between efficient and inefficient readers and writers in the second and fifth grades in metacognitive awareness about the purpose of reading and writing. Lastly, the findings indicated that there was no difference between males and females in metacognitive awareness about the purpose of reading and writing.

A LONGITUDINAL ANALYSIS OF PRIMARY CHILDREN'S WRITTEN LANGUAGE IN RELATION TO READING COMPREHENSION

Order No. DA8414578

KANE, ROBERTA, PH.D. *Hofstra University*, 1983. 337pp.

The three major purposes of this longitudinal study were: (1) to examine specific language variables for developmental trends in children's written language; (2) to examine differences in the syntactic characteristics of children's narrative and expository writing; and (3) to examine language variables which appeared related to reading comprehension. Forty-two subjects, followed from first grade through grade three, were drawn from one primary school in Gardan City, New York, an upper-middle class community.

Seven language variables were involved in five null hypotheses: (1) mean T-unit length; (2) ratio of the number of nominal embedding transformations to the total number of T-units; (3) ratio of the number of relative embedding transformations to the total number of T-units; (4) ratio of the number of nominal and relative embedding transformations to the total number of T-units; (5) ratio of the number of sentence-combining transformations to the total number of T-units; (6) ratio of the number of T-units containing only K-structures to the total number of T-units; and (7) ratio of clauses to T-unit.

An informal cloze procedure and the Stanford Comprehension Subtest of the Stanford Achievement Test were comprehension measures. Two narrative and two expository written samples were obtained each year. They were segmented into T-units and subjected to a detailed syntactic analysis based on transformational grammar.

Based on the findings, it seems possible to draw the following, limited conclusions: (1) It appears possible to analyze children's written narrative and expository samples in the primary grades using techniques based on transformational grammar. (2) Significant differences occurred in the subjects' use of syntactic structures among the grades in both narrative and expository modes. However, the rate of growth experienced between first and second grade was not sustained in third grade. (3) Children wrote differently when they wrote for different purposes; exposition seemed to offer more opportunity to use sentence-combining transformations and subordinate constructions. (4) Mean T-unit length and use of K-structures to T-units appear to be fairly sensitive measures of syntactic complexity when mode of writing is considered. (5) Complexity in writing appears to be related to reading comprehension.

THE EFFECT OF WRITING INSTRUCTION ON READING COMPREHENSION AND STORY WRITING ABILITY

Order No. DA8421346

KELLEY, KATHLEEN R., PH.D. *University of Pittsburgh*, 1984. 183pp.

The purpose of this study was to investigate the effect of two types of writing instruction upon reading and writing achievement. It involved 154 sixth graders pre-assigned to heterogeneous reading classes. Two reading classes were randomly assigned to each of Treament Group A, Treament Group B, and Control Group C.

Treament Group A classes received writing instruction using the Sentence/Paragraph Structure Approach, a skills approach, for teaching story writing. Treatment Group B classes received writing instruction using the Six-Step Writing Approach, a flexible creative approach for teaching story writing. Group C, control classes, participated in sustained silent reading instead of receiving writing instruction. The investigator met with each treatment and control class 23 times for 40-minute periods over ten weeks.

Scores from the reading comprehension subtest of the *Gates-MacGinitie Reading Tests*, Level D, were obtaned as pre/post measures of reading achievement. The Sartain-Benedict *Story Writing Scale*, Intermediate Level, was used to obtain pre/post measures of writing achievement. Three raters evaluated writing samples written to both picture book and music stimuli; inter-rater reliability was .98-.99.

Data were analyzed by ANCOVA and by Scheffé's post-hoc comparison. Findings were that instruction in composition by both methods contributed to growth in both reading comprehension and writing achievement, with mean scores being significantly higher (at .01) than mean scores of students who spent an equivalent amount of time in sustained silent reading. Although composition scores were slightly higher with the Six-Step Writing Approach than with the Sentence/Paragraph Structure Approach, this difference was not statistically significant.

THE RELATIONSHIPS AMONG SELECTED SIXTH-GRADE STUDENTS' READING SCHEMATA, READING ACHIEVEMENT, AND WRITING SOPHISTICATION

Order No. DA8414794

LEDFORD, SUZANNE YOUNG, ED.D. *East Texas State University*, 1984. 161pp. Adviser: Dr. Michael R. Sampson

The purposes of this study were to determine whether a statistically significant relationship existed between (1) selected sixth-grade students' reading schemata and writing sophistication; (2) their reading schemata and reading achievment; (3) their reading achievement and writing sophistication ; (4) their socioeconomic level and their reading schemata, reading achievement, or writing sophistication; (5) their ethnic background and their reading schemata, reading achievement, or writing sophistication; (6) their gender and their reading schemata, reading achievement, or writing sophistication; and (7) the components which comprise their writing sophistication and their reading schemata, reading achievement, gender, ethnic background, or socioeconomic level. The subjects for the study were 50 sixth-grade students from a Northeast Texas independent school district. Each student wrote a story for his/her language arts class, and this story later was analyzed for its sophistication by the researcher's using the Modified Allen Language Assessment Formula. The subject's reading achievement was determined by use of the *Science Research Associates* series, while the reading schemata were determined by use of the *Burke Reading Interview*. Also relevant to the study were the subjects' ethnic background, gender, and socioeconomic level.

All samples were scored, and data were computer analyzed by the *Statistical Package for the Social Sciences*. A Pearson product-moment correlation was used to test the statistical relationships among the variables. The .05 level was chosen to represent statistical significance. Statistically significant relationships existed between the subjects' ethnic background and writing sophistication and between their socioeconomic level and reading achievement. When the

components of the subjects' writing sophistication were compared with their reading achievement, reading schemata, gender, ethnic background, and socioeconomic level, statistically significant relationships existed between their reading achievement and their use of mechanics, adjectives, adverbs, comparative references, other conjunctions, lexical cohesion, and total number of words; their gender and their use of cohesive ties; their ethnic background and their language assessment, use of verbs, and use of simple conjunctions; and their socioeconomic level and their use of comparative references, substitutions, and other conjunctions.

CONCEPTS EIGHTH GRADE REMEDIAL STUDENTS HOLD ABOUT READING AND WRITING Order No. DA8416455

NAYLOR, KATHLEEN JOSEPHINE, PH.D. *Claremont Graduate School*, 1984. 139pp.

To determine what perceptions remedial eighth grade students hold of writing and reading, an investigation involving twenty-nine stratified randomly selected subjects from seven junior high schools participated in three separate investigative activities: (1) student writing samples, (2) dramatic play, and (3) Cloze Activity.

Techniques gathered from a literature search, involved those of Jongsma (1980) advocating Cloze Activity, which is the completing of a passage by filling in blanks, Clay (1975) whose rating scale formed a basis for evaluating Cloze Activity, and Emig's ten dimensions for evaluating students' writing. The twenty-nine eighth grade remedial students, all scoring below the *California Achievement Test* national norm, met in groups of four for two separate sessions of nearly one hour each. Writing samples were obtained and Emig's ten dimensions of writing were applied as an analysis. Jongsma's Cloze Activity, the filling in of key words deleted from students' writing samples, was completed using Clay's (1975) rating scale as a basis for assessment. Dramatic play was assigned students in four situations, the students (in role playing) revealing more of their true perceptions of writing and reading than direct questioning produced.

Findings included: (1) remedial eighth graders did not have clear concepts of what the reading or writing processes actually were; (2) remedial students were quite capable of making meaning out of words despite low *CAT* scores; (3) teachers and assignment givers influenced greatly the kind of compositions produced; (4) message quality was of little importance to the participants; (5) some subjects required more latitude in an assigned topic before they could begin writing; (6) reading and writing are not as well understood by students when they are taught separately.

THE RELATIVE EFFECTS OF READING OR WRITING A PROSE OR DIAGRAMMATIC SUMMARY UPON THE COMPREHENSION OF EXPOSITORY PROSE

Order No. DA8416149

TAYLOR, CAROL ANN, ED.D. *University of Kentucky*, 1984. 161pp. Director: Dr. Phil L. Nacke

This study investigated the relative effects of reading or writing prose or diagrammatic summaries upon the comprehension of expository prose. The reading and writing of summaries was selected for study because these strategies require the reader to identify main points in text and are, therefore, strategies that may facilitate comprehension.

The basic questions of the study were: (1) Do students comprehend expository prose better when they read or write a prose or diagrammatic summary of the text than when they read the text only? (2) Do students comprehend expository prose better when they read a prose or diagrammatic prose summary than when they write a prose or diagrammatic summary of the text? (3) Do students comprehend expository prose better when they read or write a prose summary of the text than when they read or write a diagrammatic summary of the text?

The dependent measure was the number of correct answers on multiple-choice tests designed to measure the comprehension of expository prose under five strategy conditions: (1) Read a passage and write a diagrammatic summary (2) Read a passage and write a prose summary. (3) Read a passage and its diagrammatic summary. (4) Read a passage and its prose summary. (5) Read a passage only (No summary). One hundred and twenty-five community college students each performed all five tasks, using five different expository passages.

A preliminary analysis of variance indicated significant effects for task and passage and a significant interaction between task and passage. The main analysis consisted of three planned orthogonal comparisons among tasks for each of the five passages: (1) reading a passage only versus all other tasks, (2) writing versus reading summaries, and (3) prose versus diagrammatic summaries.

When reading a passage only was compared with all other tasks, no significant differences were observed. Second, when writing summaries was compared with reading summaries, significantly better comprehension was shown for writing for two of the five passages. Finally, when prose summaries were compared with diagrammatic summaries, significant advantages in comprehension for prose were observed. Thus, summaries appear to facilitate the comprehension of expository prose, but the effect depends on the kind of material read.

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